Whole School AI Policy

Approved by:	Mrs. Carolyn Ellis-Gage Head Teacher	**Date:** September 2026
Signed:		
Next review due: **by:**	September 2027 Vicky Shingles Raising Achievement Lead	

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1.Aims and scope

Our students will leave The Parkside School empowered and enabled to be happy, confident, valued and active members of their community. They will have an improved ability to communicate and self-regulate leading to greater independence where they will not feel limited by their particular needs and aspire to try new experiences.

Artificial intelligence (AI) is already used in both commercial and everyday applications and it's rapidly transforming the world around us. Here at The Parkside School we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, governors and pupils. This includes generative chatbots such as ChatGPT and Google Notebook LM (please note, this list is not exhaustive).

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to work smarter not harder.
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

1.1 Definitions

This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:

- **Open generative AI tools** are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information.

- **Closed generative AI tools** are generally more secure, as external parties cannot access the data you input

2. Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- AI regulation white paper, published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- Generative artificial intelligence (AI) and data protection in schools, published by the Department for Education (DfE)
- Shape of the future - How education system leaders can respond to the provocations of artificial intelligence, published by Educate Ventures Research (EVR)
- Beyond the hype - The reality of AI in education across England, published by Educate Ventures Research (EVR)

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) - the EU GDPR was incorporated into UK legislation, with some amendments, by the Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020
- Data Protection Act 2018 (DPA 2018)

3. Regulatory principles

We follow the 5 principles set out in the AI regulation white paper.

REGULATORY PRINCIPLE	WE WILL…
Safety, security and robustness	• Ensure that AI solutions are secure and safe for users and protect users' data • Ensure we can identify and rectify bias or error • Anticipate threats such as hacking
Appropriate transparency and explainability	• Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	• Only use AI solutions that are ethically appropriate, equitable and free from prejudice - in particular, we will fully consider

	any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	• Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	• Make sure that staff are empowered to correct and overrule AI suggestions - decisions should be made by the user of AI, not the technology • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

4. Roles and responsibilities

4.0 AI Lead

Our generative AI lead is responsible for the day-to-day leadership, ownership and management of AI user in the school.

4.1 Governing body

The governing board will:

- Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy
- Ensure the headteacher and AI lead are appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Adhere to the guidelines below to protect data when using generative AI tools:
    - Use only approved AI tools (see section 5)
    - Seek advice from the Data Protection Officer or AI lead as appropriate
    - Check whether they are using an open or closed generative AI tool

- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-Check results to make sure the information is accurate

4.2 Headteacher

The headteacher will:

- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Ensure that the guidance set out in this policy is followed by all staff
- Review and update this AI policy as appropriate and at least annually
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO, AI lead and data protection impact assessments

4.3 Data protection officer (DPO)

The DPO is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

4.4 Safeguarding Lead

The safeguarding lead is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE)

4.5 All Staff

As part of our aim to work smarter not harder, while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see section 5)
- Seek advice from the AI lead as appropriate
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-Check results to make sure the information is accurate

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

4.6 Pupils
The use of AI is not currently taught within the computing curriculum, although is in consideration for the future.

5. Staff and governors use of AI

5.1 Approved use of AI
We are committed to helping staff and governors to think smarter not harder. Generative AI tools can make certain written tasks, idea creation and resource making quicker and easier to complete, but cannot replace the judgement and knowledge of a human expert.

Staff are permitted to explore and utilise AI powered tools to enable them to assist in managing their work. Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.
Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Always consider whether AI is the right tool to use. Just because the school has approved it doesn't mean it will always be appropriate.

Given how rapidly AI is evolving the table below is constantly updated to reflect new tools that come up and any updated information on the risks associated.

Approved tools	**Opportunities**	**Risk Management**
Chat GPT	Automating tasks such as lesson planning, creating materials, drafting CPD, drafting letters/emails, writing job adverts, interview questions etc.	Used by pupils when supervised by pupils, in line with the RSHE curriculum. Specific inputs, Evaluating the output critically and Trying again i.e. iterating on the output.

		No personal information or identifiable information to be inputted. The user should critically evaluate the output for inaccuracies, bias and integrity.
Teachmate AI	A collection of about 80 AI-powered tools designed to help with routine teacher tasks such as lesson planning activity ideas, drafting letters, writing CPD etc.	To be used by teachers. Specific inputs, Evaluating the output critically and Trying again i.e. iterating on the output No personal information or identifiable information to be inputted. The user should critically evaluate the output for inaccuracies, bias and integrity.
Notebook LM	A google tool that helps users search within a closed set of sources uploaded by the user. Searching for trends between pupil's identified needs, searching on school specific curriculums, sharing podcast of documents with staff e.g. SIDP.	This is a closed AI system and only searches on the sources inputted. Personally Identifiable Information can be inputted. The user should critically evaluate the output for inaccuracies, bias and integrity.
Gemini	Automating tasks such as lesson planning, creating materials, drafting CPD, drafting letters/emails, writing job adverts, interview questions etc.	Not to be used in school with pupils (until further notice) Specific inputs, Evaluating the output critically and

		Trying again i.e. iterating on the output No personal information or identifiable information to be inputted. The user should critically evaluate the output for inaccuracies, bias and integrity.
Claude	Automating tasks such as lesson planning, creating materials, drafting CPD, drafting letters/emails, writing job adverts, interview questions etc.	Specific inputs, Evaluating the output critically and Trying again i.e. iterating on the output. No personal information or identifiable information to be inputted. The user should critically evaluate the output for inaccuracies, bias and integrity.
KeyGPT	Automating leadership tasks such as letters to parents/carers, interview questions, job descriptions, policy writing etc.	Not to be used in school with pupils (until further notice) Specific inputs, Evaluating the output critically and Trying again i.e. iterating on the output No personal information or identifiable information to be inputted. The user should critically evaluate the output for inaccuracies, bias and integrity.

5.2 Process for approval
Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff should contact the Raising Achievement Lead to discuss any ideas that they may have with regards to using AI, so the Raising Achievement Lead can take the suggestions forward if they deem it to be a satisfactory new method of working.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI lead, the DPO and data protection impact assessments.

5.3 Data protection and privacy
To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Parkside School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

https://www.parkside.norfolk.sch.uk/wp-content/uploads/2025/05/Data-protection-Policy-2025-2026.pdf
Please also refer to section 15 of this policy.

5.4 Intellectual property
Most generative AI tools use inputs submitted by users to train and refine their models.
Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.
Pupil's' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright.

Exemptions to copyright are limited - we will seek legal advice if we are unsure as to whether we are acting within the law.

5.5 Bias
We are aware that AI tools can perpetuate existing biases, particularly towards special characteristics including sex, race and disability. This means that critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output before relying on it.

We will ensure we can identify and rectify bias or error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

5.6 Raising concerns
We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

5.7 Ethical and responsible use
We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's equality policy when using generative AI
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it

Staff and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt.

6 Educating pupils about AI
At The Parkside School curriculum that promotes communication independence and self- regulation allows them to become well-informed users of technology and understand its impact on society. We also acknowledge that pupils with Special Educational Needs and Disabilities will be particularly vulnerable to the risks associated with AI. With this in mind, The Parkside School RSHE curriculum teaches pupils specifically about the benefits and risks involved with using AI as set out in the E-Safety Policy.

Key areas covered by the end of secondary (Year 13) must be progressive and include:
● Understanding rights and responsibilities online, and that the same expectations of behaviour apply as offline.

● Using privacy and location settings appropriately.

● Recognising characteristics of social media, including that accounts may be fake or created with AI.

● Understanding the law regarding sharing explicit images (including AI generated imagery) of someone under 18 being a crime, even if consented to, and knowing how to seek support without fear of blame.

● Learning about the prevalence of deepfakes and how to identify them.

● Identifying online risks such as inappropriate content (misogyny, violence), online scams (phishing, sextortion), and the risks associated with AI chatbots

https://www.parkside.norfolk.sch.uk/wp-content/uploads/2026/01/E-Safety-Policy-2026.pdf

7 Staff training

Given the ever evolving nature of AI, staff have hugely differing knowledge and experience.
Staff will be trained in the benefits and risks associated with AI within the annual CPD schedule. The AI Lead in collaboration with the Head Teacher will be responsible for this training.
We will continue to follow the updated research and advice from the DfE and Educate Ventures Research to stay abreast of good practice.

8 Breach of this policy

8.1 By staff
Breach of this policy by staff will be dealt with in line with our staff code of conduct.
Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

9. Monitoring and transparency

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the AI Lead and AI working group whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full governing board at least annually.

All teaching staff are expected to read and follow this policy. The Headteacher and the AI lead are responsible for ensuring that the policy is followed.

The AI lead will monitor the effectiveness of AI usage across the school.

We will ensure we keep members of the school community up to date with the use of AI technologies for educational purposes. Feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.